



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Cylch Meithrin Tonyfelin
Tonyfelin Chapel
Tonyfelin Road
Caerphilly
CF83 1PA**

Date of inspection: January 2020

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Cylch Meithrin Tonyfelin

Name of setting	Cylch Meithrin Tonyfelin
Category of care provided	Sessional Childcare
Registered person(s)	The Cylch Meithrin Tonyfelin Committee
Responsible individual (if applicable)	Philip Bevan
Person in charge	April Martin
Number of places	40
Age range of children	3
Number of children funded for up to two terms	3
Number of children funded for up to five terms	0
Opening days / times	Monday – Thursday, 9:00am – 12:00pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the Welsh language “active offer”. It provides a service that anticipates, identifies and meets the needs of people who use the service.

Report on Cylch Meithrin Tonyfelin
January 2020

Date of previous CIW inspection	First post-registration inspection
Date of previous Estyn inspection	22/02/2012
Dates of this inspection visit(s)	14/01/2020
Additional information Most children come from homes where English is the main language spoken.	

Summary

Theme	Judgement
Well-being	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Judgement
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Adequate

Non-compliance

No areas of non-compliance were identified during this inspection.

Recommendations

- R1 Ensure practitioners explain tasks and learning experiences effectively to challenge children in a more deliberate manner
- R2 Plan beneficial opportunities for older children to develop early writing skills
- R3 Establish robust self-evaluation procedures that will give rise to effective improvement plans
- R4 Ensure the committee's monitoring practices are rigorous and consistent

What happens next

'The setting will produce an action plan showing how it will implement the recommendations. Estyn will monitor the setting's progress.'

Main findings

Well-being: Good

Most children express their feelings clearly and make effective choices and decisions about where to play and with whom. For example, during free play, most choose where to play, and move confidently between activities. As a result, most of them express their preferences confidently, such as choosing to play with the sand rather than joining in circle time.

Almost every child is happy and comfortable in the care of practitioners. Most of them arrive at the setting with a sense of anticipation, and cope very well when separated from their parents and carers. They form positive attachments with their key workers and other children, which has a positive impact on their wellbeing and their daily work. The very few children who are hesitant when they arrive allow themselves to be comforted by practitioners before getting used to the daily routine, which effectively quells any concerns they might have. As a result, almost every child is aware that practitioners will listen to their wishes and respond appropriately and sensibly to their needs.

Most children are very well behaved during free play and group activities. Many share resources well, and are beginning to understand how to take turns successfully, for example by working together effectively to cut up vegetables to make cawl. Many show a meaningful understanding of the difference between right and wrong, and they politely say 'diolch', when appropriate.

Most children enjoy their play and learning activities, such as making interesting shapes out of playdough and making a sand castle in the mud kitchen. The majority of children persevere with their tasks appropriately and respond suitably to encouragement from practitioners, for example, by joining in the singing at circle time. Almost every child enjoys learning new skills while experimenting with a wide variety of stimulating play opportunities. Their drive to complete tasks has a positive impact on their learning. They have very good self help skills, and they wash their hands and pour drinks with a little help from adults. Most children develop their independence skills especially well during snack time as a result of the good opportunities provided for them to do so.

Learning (only applies to three and four year old children who do not receive education in a maintained setting): Judgement

There is no report on children's learning as there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, on which we could report anonymously.

Care and development: Good

Practitioners place a high priority on keeping children safe and healthy. They have a sound understanding of their roles and responsibilities, and implement all the setting's policies and procedures appropriately. Almost every one of them has a current first aid certificate, which is a good reflection of the diligent care provided at

the setting. As a result, practitioners follow appropriate procedures when administering medicine and dealing with any accidents. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners successfully encourage children to participate in various schemes promoting healthy lifestyles, for example, by brushing their teeth daily and ensuring children have access to healthy snacks and drinks. Practitioners provide children with valuable opportunities to partake in physical activity and play outdoors as part of their daily routine, for example, riding bikes around the garden. The setting's hygiene procedures and practices are very good, and children are encouraged to wash their hands at appropriate times.

Practitioners manage children's behaviour effectively. They model sensible behaviours in a kindly fashion, and regularly remind children to share toys and respect one another and adults. They encourage children to resolve conflicts through discussion, and avoid offering too much adult intervention. As a result, practitioners praise children at suitable times, which has a positive impact in terms of developing their self-confidence and their understanding of what it means to respect one another.

Practitioners know the children well, and have a clear understanding of their needs and individual wishes. The setting has beneficial procedures to support children with additional needs. Practitioners use assessments intelligently to identify those children who need support and to arrange suitable provision for them. Practitioners provide regular opportunities for children to recycle food, paper, glass, cardboard and plastic, which encourages children's awareness of caring for the environment.

Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting): Good

Practitioners deliver an interesting curriculum which reflects the foundation phase's philosophy in an effective way. They plan a wide range of learning experiences in an intelligent manner, which have a positive impact on children's outcomes. Bespoke activities include challenges to respond orally to a bear's adventures, to count correctly while placing shells in pots, and to use electronic tablets and educational apps. As a result, practitioners deliberately succeed in improving children's literacy, numeracy and information and communication technology (ICT) skills. However, practitioners do not deliberately motivate older children to make marks independently.

Practitioners focus well on developing children's physical abilities and creative skills. They motivate them to work together effectively while undertaking practical learning. For example, they provide valuable opportunities to balance on reels, ride bikes and paint pictures of flowers and fruit on an easel with colourful paint. Also, practitioners are resolutely focussed upon improving children's Welsh language skills during all activities by modelling words and repeating familiar phrases.

Practitioners question children judiciously which has a positive impact on their skills, for example, discussing the ingredients of the cawl and the way the vegetables smell. They intervene sensibly during adult-led activities and children's independent tasks. However, practitioners do not explain tasks effectively enough to challenge children to complete their work to the best of their ability.

Procedures for assessing children's progress are effective, and the evidence tallies correctly with children's outcomes. Practitioners undertake routine assessments and hold sensible discussions with children on how to improve their work. As a result, practitioners make good use of assessment findings to plan the next steps in children's learning effectively.

Practitioners place a clear emphasis on celebrating diversity and developing children's spiritual, moral, social and cultural skills. For example, they study the Chinese New Year and Diwali celebrations with children every year, and give them the chance to play with dolls from different cultures. They promote children's awareness of Welsh culture successfully by celebrating St David's Day and preparing traditional foods such as bara brith. They make beneficial use of visitors, such as an exotic animal company, to enrich themes. They consciously make use of their local neighbourhood as well, for example exploring the local woods and visiting Caerphilly Castle, which purposefully enhances children's awareness of their community.

Practitioners meet with parents every term to discuss their children's progress. In addition, they provide them with a scrapbook and a useful and succinct report at the end of their child's time at the setting, which reflects children's achievements well.

Environment: Good

Leaders provide children with a stimulating indoor and outdoor environment, which is organised into zones designed to encourage them to learn and develop effectively. Leaders ensure the site is secure by implementing appropriate policies and procedures.

Practitioners have a sound awareness of their roles and responsibilities in keeping children safe. For example, they complete daily risk assessments for the indoor and outdoor areas of the building to ensure they are appropriate and safe for children's use. Practitioners are deployed effectively to supervise children during activities to ensure their safety. Visitors are unable to enter any part of the setting unless they are admitted by a practitioner. Practitioners are very aware of safety considerations and the mandatory requirements to conduct regular fire drills.

The setting is clean and very well-maintained. Practitioners follow effective hygiene procedures, for example, by wearing appropriate attire to serve snacks. Toilets and nappy changing facilities are clean and comply with hygiene requirements.

Practitioners provide a good variety of resources throughout the indoor and outdoor areas and arrange them into areas, including areas for role play, reading, sand play and arts and crafts. In the outdoor area, children are given the chance to plant herbs, play in the mud kitchen and ride a bike. Resources are stored within easy reach of the children, such that they can fetch them and keep hold of them without adult intervention.

Leadership and management: Adequate

The leader is new to her role, and she has established appropriate procedures in a short time to support children's learning. She leads the setting's daily practice effectively, and successfully delegates responsibilities to practitioners. As a result, she maintains a clear focus on providing interesting experiences, which has a positive impact on children's outcomes.

Planning for exciting experiences, diligent care and robust teaching are all focused on meeting the needs of children intelligently. Practitioners are fully committed to their work. They set high expectations, and encourage children to engage in productive learning, in supportive and sensible ways. They are eager to improve their practice, and respond willingly to the local authority's advice and that of Mudiad Meithrin.

The setting has appropriate self-evaluation procedures. Despite that, the leader had not had time to build resilience into the processes. As a result, they do not have a thorough impact on improvement plans to further develop the setting. The leader has made a start on the process of taking the views of others into consideration, for example those of parents, carers and outside agencies. This is done by issuing questionnaires and holding meaningful discussions with everyone involved with the setting. This has begun to have a positive impact on aspects in need of development. For example, they have recently begun to circulate newsletters and to organise open sessions for families, following suggestions from the questionnaires.

The management committee is very new to its role, and has had to respond to management challenges very soon after deciding to register as a legal entity. It has satisfactory arrangements to monitor children's outcomes and the provision, and approves the leader's decisions appropriately. However, these procedures are not established and firmly rooted. As a result, monitoring systems for supervising and evaluating leadership procedures are neither consistent nor stable enough.

The leader ensures a good allocation of resources in the learning areas. She leads a team of qualified practitioners with enthusiasm, and ensures that bespoke training is available to develop individuals' skills effectively. In addition, the use made of the budget and grant funding ensures that expenditure is prioritised well against any needs. As a result, the leader ensures that expenditure has the intended impact on provision. A good example of this is the ordering of sustainable wooden resources, rather than plastic.

The setting has a range of good partnerships, and they work well together to maintain the provision and improve children's outcomes. For example, there are positive links with the local school to support children when they transition to the next stage of their education.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Prysgr Cyf (Welsh to English).

© Crown Copyright 2020: This report may be re-used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 17/03/2020